

Whitman-Hanson Regional School District

English Learners Education Guidelines

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Statement of Non-Discrimination

The Whitman-Hanson Regional School District is an Equal Opportunity/Affirmative Action employer. The Whitman-Hanson Regional School District does not discriminate on the basis of race, color, religion, national origin, gender, gender identity, disability, homelessness, or age in programs, activities, or employment.

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INTRODUCTION

In an effort to educate each child individually, it is important to consider how each child can best learn. In Whitman-Hanson Regional School District, it is important that we provide English Learners (EL) with the opportunity to become proficient in English and provide them with full access to the curriculum. Some students do not have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English. As Whitman-Hanson is considered a low incidence school district in regard to the number of enrolled ELs, in order to accomplish these goals, English Learners will receive sheltered English instruction (SEI) in classrooms in accordance with state and federal laws. Sheltered instruction addresses the concepts and skills as defined in the district curriculum and assists students with language development while providing an appropriate and challenging educational program that is aligned with the Whitman-Hanson Regional School District's Mission, Core Values, and Vision Statement.

Mission:

The Whitman-Hanson Regional School District is committed to providing each student with a high quality education that promotes student success and responsible citizenship.

Core Values:

We believe our schools...

- make all decisions in the best interest of students.
- are committed to providing a safe, secure, and healthy environment.
- set high academic standards that provide an opportunity for each student to reach his/her full potential.
- model personal responsibility and an understanding and respect for others.
- provide student-centered learning environments where success and mistakes are valued as part of the learning process.
- support staff initiative, innovation and professional development.
- share the responsibility for education with students, parents and community.
- promote broad-based communication and school-family-community partnerships.
- utilize technology as an essential part of teaching and learning.

Vision Statement:

The Whitman-Hanson Regional School District provides a safe learning environment and comprehensive student-centered learning opportunities that are relevant and challenging. In supportive partnership with all stakeholders, our district is committed to developing an academic foundation that emphasizes critical thinking, creativity, and communication skills. Each student, as a life-long learner, is prepared to face the challenges of the future with the skills needed to become a responsible citizen.

MASSACHUSETTS GENERAL LAW REGARDING ENGLISH LEARNERS: CHAPTER 71A

Findings and Declarations

- (a) The English language is the common public language of the United States of America and of the Commonwealth of Massachusetts. It is spoken by the vast majority of Massachusetts

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residents, and is also the leading world language for science, technology, and international business, thereby being the language of economic opportunity; and

- (b) Immigrant parents are eager to have their children become fluent and literate in English, thereby allowing them to fully participate in the American Dream of economic and social advancement; and
- (c) The government and the public schools of Massachusetts have a moral obligation and a constitutional duty to provide all of Massachusetts's children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society. Of these skills, literacy in the English language is among the most important.
- (d) The public schools of Massachusetts have done an inadequate job of educating many immigrant children, requiring that they be placed in native language programs whose failure over past decades is demonstrated by the low English literacy levels of those children.
- (e) Immigrant children can easily acquire full fluency and literacy in a new language, such as English, if they are taught that language in the classroom as soon as they enter school.
- (f) Therefore, it is resolved that: all children in Massachusetts public schools shall be taught English as rapidly and effectively as possible.

Definitions

- As used in this chapter, the following words shall have the following meanings unless the context clearly requires otherwise:
- "Commissioner", the commissioner of elementary and secondary education.
- "Department", the department of elementary and secondary education.
- "District", the school department of a city or town or regional school district, including charter schools.
- "Dual language education" or "2-way immersion", a program designed to promote bilingualism and biliteracy, cross-cultural competency and high levels of academic achievement for both native English speakers and English learners from a single language background; provided, however, that students shall develop and maintain their first language while adding a second language and shall receive the same core curriculum as all students in the state; provided further, that the instruction for such students shall be provided in 2 languages throughout the program; and provided further, that "2-way immersion" programs may begin in the early grades, including pre-kindergarten and kindergarten, and may continue through the secondary level.
- "English as a second language", instruction designed to help students become proficient in English and learn content simultaneously by providing systematic, explicit and sustained language instruction to develop the high level of English language proficiency needed for academic achievement; provided, that "English as a second language" instruction may focus on academic language and developing the ability of a student to listen, speak, read and write in English across a variety of social and academic contexts, to promote language development and support content area learning of the English learner in grade-level academic classrooms.
- "English language classroom" means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching

personnel are fluent and literate in English. English language classrooms encompass both English language mainstream classrooms and sheltered English immersion classrooms.

- "English language mainstream classroom" means a standard classroom, one in which the students either are native English language speakers or already have acquired reasonable fluency in English.
- "English learner", a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.
- "Foreign language", a language other than English.
- "Language acquisition program", an instructional program for English learners that includes English language instruction as a component to achieve fluency.
- "Sheltered English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. This educational methodology represents the standard definition of "sheltered English" or "structured English" found in educational literature.
- "Transitional bilingual education", a program designed to allow English learners to achieve long-term academic success through English-medium instruction in general education classrooms; provided, however, that the native language of the English learner is used to support the student's development of English and content learning and is then gradually phased out of instruction as a student's English proficiency increases; and provided further, that "transitional bilingual education" may be initiated at any level, including middle and high school, but shall not be intended as a method of instruction for a student's entire academic career.

Census

- School districts shall annually ascertain, under regulations prescribed by the department, the number of English learners within their school system in grades pre-kindergarten through twelve, and shall classify them according to grade level, the language of which they possess a primary speaking ability, and the English learner program type in which they are enrolled, with all such information being made publicly available by school and school district on the district's website in machine readable format, to the extent feasible. School districts shall also track the academic performance of students who have exited an English learner program to assess the academic achievement of English learners and the effectiveness of English language classroom programming.

English language education

- All children in Massachusetts public schools who are not proficient in English shall be taught English. Subject to the exceptions in section 12, children who are English learners shall be educated through sheltered English immersion or an alternative instructional program that meets the requirements of federal and state law, during a temporary transition period not normally intended to exceed the timelines established by the department in benchmarks

established pursuant to section 11. Alternative instructional programs shall include, but shall not be limited to transitional bilingual education and dual language education. Programs shall be research-based and include subject matter content and an English language acquisition component. Programs shall be based on best practices in the field and the linguistic and educational needs and the demographic characteristics of English learners in the school district. A school district may join with other school districts to provide an English learner program pursuant to this chapter. Local schools shall be permitted but not required to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners acquire English proficiency and are able to do regular school work in English, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms. Foreign language classes for children who already know English, 2-way bilingual programs for students in kindergarten through grade 12 and special education programs for physically or mentally impaired students shall be unaffected.

- A district that intends to offer a new sheltered English immersion or alternative instructional English learner program in the next academic year shall submit, not later than January 1 of the current academic year, to the department and the district's parent advisory council, on a form prescribed by the department, a description of: (i) the new instructional program selected; (ii) how the new sheltered English immersion or alternative instructional program meets the needs of the population to be served; (iii) the number and expected qualifications of the program's educators; and (iv) the number, native language and English proficiency levels of students expected to be enrolled in the program. The district shall also submit such description for any English learner programs it currently operates. If the department finds that a proposed or current program fails to meet the requirements of federal or state law, it shall notify the district in writing within 90 days of receiving the description. The notice shall cite the legal requirements with which the program would not comply and include corrective steps that shall be taken to bring the program into compliance and the district shall have 30 days to adopt such steps. A district shall not commence a program that the department has determined does not meet federal standards or the standards in this chapter, unless the district has implemented the corrective steps laid out by the department; provided, however, that in a district whose existing English learner programming is not found to be in compliance, the proposed program may operate for a period of 1 year, with a corrective action plan established to ensure compliance and may continue to operate after that year if the corrective action plan was implemented. Nothing in this section shall prevent the department from conducting an evaluation of a language acquisition program at any time. The district shall submit to the department a list of the program's educators and their qualifications, as well as the number, native language and English proficiency level of the students enrolled in the new English learner program not later than September 1 of the first year of the program. Thereafter, the program shall be subject to the requirements of this chapter

Parental selection of English learner program within district; request for school transfer

- The parent or legal guardian of a student eligible to enroll in an English learner program may select any available English learner program offered by the school district; provided, however, that the program shall be appropriate for the age and grade level of the student; and provided further, that for any program selection that would require a student to transfer to a different school within the district, the transfer request shall be approved by the superintendent, in a form prescribed by the department. A school, under advisement of a teacher or guidance

counselor, may request a program transfer for an individual child in writing, with notice of the transfer request provided to the child's parents, in a form prescribed by the department.

- If a school district or charter school receives requests from the parents or legal guardians of not less than 20 students to implement a specific program to provide language instruction in that school district or charter school, the school district or charter school shall, not later than 90 days after receiving the request, respond and provide: (i) a plan for implementation of the requested program; or (ii) a denial of the request, in writing, including an explanation of the denial.

Legal standing and parental enforcement

- (a) As set forth in Section 4 of this chapter, all school children are to be provided at their assigned school with an English language public education. The parent or legal guardian of any school child shall have legal standing to sue for enforcement of the provisions of this chapter, and if successful shall be awarded reasonable attorney's fees, costs and compensatory damages.
- (b) Any school district employee, school committee member or other elected official or administrator who willfully and repeatedly refuses to implement the terms of this chapter may be held personally liable for reasonable attorney's fees, costs and compensatory damages by the child's parents or legal guardian, and shall not be subsequently indemnified for such monetary judgment by any public or private third party. Any individual found so liable shall be barred from election or reelection to any school committee and from employment in any public school district for a period of five years following the entry of final judgment.
- (c) Parents and legal guardians who apply for and are granted exception waivers under Section 5(b)(3) of this chapter retain full and permanent legal right to sue the individuals who granted such waivers if they subsequently discover before the child reaches the age of eighteen that the application for waivers was induced by fraud or intentional misrepresentation and injured the education of their child.

English learner parent advisory council

- A school district or charter school operating a language acquisition program for English learners serving 100 or more English learners or in which English learners comprise at least 5 per cent of the district's or charter school's student population, whichever is less, shall establish an English learner parent advisory council; provided, however, that any other school district or charter school may establish a parent advisory council pursuant to this section. The council shall be composed of volunteer parents or legal guardians of students who are or have been identified as English learners and, to the extent feasible, the members of the council shall represent the native languages most commonly spoken by the students of the district or charter school. The duties of the council shall include, but not be limited to: (i) advising the school district, school committee and board of trustees on matters that pertain to English learners; (ii) meeting regularly with school officials to participate in the planning and development of programs designed to improve educational opportunities for English learners; and (iii) participating in the review of school improvement plans under section 59C of chapter 71 and district improvement plans under section 1I of chapter 69 as the plans relate to English learners. Upon request from a parent advisory council, each school committee or school council within that parent advisory council's district shall meet at least annually with the council; provided, however, that if the parent advisory council advises a charter school the board of the charter school shall, upon request from the parent advisory council, meet not less

than annually with the council. The council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this section, the council shall receive assistance from the director of language acquisition programs for the school district or charter school or other appropriate school personnel as designated by the superintendent. The department shall promulgate regulations for the implementation of this section including, but not limited to, the process for parents or legal guardians to be notified of English learner parent advisory councils and the process for the appointment of volunteer parents or legal guardians to a council.

- ***Standardized testing for monitoring education programs***
- Each English learner shall participate, consistent with section 1I of chapter 69, in the statewide assessment system. A nationally-normed test of English proficiency shall similarly be administered at least once each year to all Massachusetts schoolchildren in grades Kindergarten and higher who are English learners and enrolled in a public school, including a charter school. Only English learners classified as severely learning disabled may be exempted from these tests. The particular tests to be used shall be selected by the Board of Education, and it is intended that the tests shall usually remain the same from year to year. The national percentile scores of students shall be confidentially provided to individual parents, and the aggregated percentile scores and distributional data for individual schools and school districts shall be made publicly available online in machine readable format, to the extent feasible; the scores for students classified as English learners shall be separately sub-aggregated and made publicly available there as well, with further sub-aggregation based on the English learner program type in which they are enrolled. School enrollment by race, ethnicity, and English learner program type shall also be made publicly available. Results of assessments shall be used as a factor in determining the efficacy of an English learner program offered by a school district but shall not be the sole basis for evaluation of a district, school, English learner program or individual educator.
- English learners in any program shall be taught to the same academic standards and curriculum frameworks as all students, and shall be provided the same opportunities to master such standards and frameworks as other students. Districts shall regularly assess mastery of academic standards and curriculum frameworks.
- The district shall send report cards and progress reports including, but not limited to, progress in becoming proficient in using the English language and other school communications to the parents or legal guardians of students in the English learners programs in the same manner and frequency as report cards and progress reports to other students enrolled in the district. The report cards and progress reports shall, to the maximum extent possible, be written in a language understandable to the parents and legal guardians of such students.

On-site evaluations of English learners

- The department shall conduct on-site visits to school districts at least once every 6 years for the purposes of evaluating the effectiveness of programs serving English learners and to validate evidence of educational outcomes.
- The evaluation shall include, but shall not be limited to: (i) a review of individual student records of English learners; (ii) a review of the programs and services provided to English

learners; (iii) a review of the dropout, graduation, discipline and special education incidence rates of the English learner population in the district; (iv) using the best available data, a review of the dropout, graduation, discipline and special education rates of English learners who exited the English learner education program within the 3 school years preceding the on-site visit for that 3-year period; (v) a description of the processes by which school-based teams, consisting of educators, administrators and support staff, monitor the progress of English learners and former English learners; (vi) a review of the amount, frequency and effectiveness of English as a second language instruction; and (vii) a review of the administration and coordination of English learner education programs. The advisory council for bilingual education established under section 1G of chapter 15 shall annually review the results of the department's monitoring of English learner programs in school districts.

- Nothing in this section shall prevent the department from conducting an evaluation of a language acquisition program at any time

Community-based English tutoring

- In furtherance of its constitutional and legal obligation to provide all children with an adequate education, the state shall encourage family members and others to provide personal English language tutoring to such children as are English learners, and support these efforts by raising the general level of English language knowledge in the community. Subject to appropriation by the General Court, commencing with the fiscal year in which this initiative is enacted and for each of the nine fiscal years following thereafter, a sum of five million dollars (\$5,000,000) per year shall be spent for the purpose of providing funding for free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to Massachusetts school children who are English learners. Programs funded pursuant to this section shall be provided through schools or community organizations. Funding for these programs shall be administered by the Department of Education, and shall be disbursed at the discretion of the local school committees in each district, under reasonable guidelines established by, and subject to the review of, the Board of Education.

Qualifications and endorsement of teachers and administrators assigned to language acquisition program

- Teachers and administrators assigned to a language acquisition program shall be properly qualified under state law for the program type. The department shall establish endorsements for educators who have completed coursework and field-based experience to provide instruction within sheltered English immersion programs, 2-way immersion programs, transitional bilingual programs and other programs that meet the requirements of this chapter.
- Annually, not later than June 1, the department shall provide each district with a list of all educators who have current endorsements pursuant to this section. Prior to the beginning of each school year, districts, including charter schools shall verify that each of the educators in an English learner program is properly endorsed for that program.

Benchmarks, guidelines and learning success templates for English learner programs

- The department shall develop: (i) benchmarks for attaining English proficiency for English learners, (ii) guidelines to assist school districts in the identification of English learners who do not meet benchmarks and (iii) an English learning success template for use by districts to assist English learners who do not meet English proficiency benchmarks.
- The guidelines shall include: (i) recommendations for school districts to identify and monitor an English learner's progress in English proficiency; (ii) methods for school districts to provide personalized goals for English learners who are not meeting English proficiency benchmarks; (iii) best practices for ensuring that English learners meet English proficiency benchmarks and personalized goals including, but not limited to, methods to incorporate parental input; and (iv) methods for school districts to share best practices in assisting English learners in gaining English proficiency.
- Upon the department's creation of the success templates and guidelines pursuant to this section, school districts shall adopt procedures to identify English learners who do not meet English proficiency benchmarks and shall establish a process for the district to: (i) identify areas in which identified English learners needs improvement and establish personalized goals for the identified English learners to attain English proficiency; (ii) assess and track the progress of English learners in the identified areas of improvement; (iii) review resources and services available to identified English learners that may assist said learners in the identified areas of improvement; and (iv) incorporate input from the parents or legal guardian of the identified English learner,.
- The department shall solicit public comment prior to issuing the benchmarks, guidelines and English learning success template. The department shall review the benchmarks, guidelines and English learning success template not less than every 5 years. The review shall include a period of public comment. School districts shall provide a copy of the department guidelines, materials describing the benchmarks and the English learning success template to the parent or guardian of each English learner, in the English learner's primary language, at the beginning of each school year or upon enrollment of the child in an English learner program if the enrollment is not concurrent with the beginning of the school year.

Duty to inform parents or legal guardians of English learners of their rights

- School districts shall, at least annually, inform the parents or legal guardians of English learners of their rights to: (i) choose a language acquisition program among those offered by the school district under section 4; (ii) request a new language acquisition program under said section 4; or (iii) withdraw a student from a language acquisition program. Notice shall be sent by mail not later than 10 days after the enrollment of the student in the school district. The notice shall, to the extent possible: (A) be in a language that is understandable to the parents or legal guardians; (B) contain a simple, easy to understand description of the purpose, method and content of the available programs; (C) inform the parent or legal guardian of the right to visit an English learner program in the school district; and (D) inform the parent or legal guardian of available conferences or meetings to learn about the English learner programs offered in the school district.
- If the school district recommends placing an English learner in an English learner program, the parent or legal guardian of the student shall have the right, at the time of the original notification under this section or at the close of a marking period, to withdraw the student from a program by sending written notice of the decision by mail or electronic communication to the school authority designated by the school district in which the student is enrolled;

provided, however, that written confirmation of the withdrawal shall be provided annually to the school by the parent or legal guardian and such confirmation shall be retained in the student's cumulative folder; and provided further, that the student shall retain the right to enter into an English learner program at any time.

GUIDING PRINCIPALS OF LANGUAGE DEVELOPMENT AND ENGLISH LANGUAGE INSTRUCTION

Massachusetts formally joined the WIDA consortium in 2012. WIDA provides a rigorous system of standards and assessments to advance the language development and academic achievement of EL students. The WIDA English proficiency standards and assessments were developed by national English language experts and are already in use in 27 other states. The WIDA standards promote academic language development for EL students in four content areas-language arts, mathematics, science, and social studies-and thereby facilitate students' success in school. Of particular significance is that these standards align with the 2011 MA English language arts curriculum frameworks (which incorporate the Common Core State Standards) and have been embraced by professional associations such as TESOL and MATSOL.

THE CORNERSTONE OF THE WIDA STANDARDS: GUIDING PRINCIPALS OF LANGUAGE DEVELOPMENT

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
2. Students' home, school, and community experiences influence their language development.
3. Students draw on their metacognitive, metalinguistic, and meta-cultural awareness to develop proficiency in additional languages.
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
5. Students learn language and culture through meaningful use and interaction.
6. Students use language in functional and communicative ways that vary according to context.
7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

8. Students' development of academic language and academic content knowledge are inter-related processes.
9. Students' development of social, instructional, and academic language, a complex and long-term process is the foundation for their success in school.
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

WHITMAN-HANSON REGIONAL SCHOOL DISTRICT ENGLISH LANGUAGE PROGRAM OVERVIEW

A. English Language Proficiency (ELP) Levels

In our schools, there are six levels of EL instruction provided for identified English Learners based on the WIDA English Language Proficiency levels.

WIDA English Language Proficiency Levels:

1. Entering
2. Emerging
3. Developing
4. Expanding
5. Bridging
6. Reaching

Students performing at Levels 1-3 in all or some language domains as measured by ACCESS for ELs require significant support to access content area instruction delivered in English. Such students should remain classified as ELs.

Students performing at Level 4 in all or some language domains as measured by the ACCESS for ELs typically require continued language and instructional support to access content area instruction delivered in English. Students at this proficiency level must still remain in the program and be provided services to reach higher levels of English proficiency.

Students performing at Level 5 in all language domains as measured by ACCESS for ELs may have acquired enough English language skills to be considered English proficient. These students who demonstrate the ability to perform ordinary class work in English as indicated by one or more of the measures listed on Other Relevant Data (described below) should no longer be classified as ELs.

Complex and varied demands on ELs in late elementary, middle, and high school may necessitate the decision to maintain the EL classification of a student who scores at or above Level 5 in all language domains. Should the student remain in the program, s/he must still be provided services appropriate for his/her English proficiency in each domain.

By the time a student reaches Level 5.5 or greater in both reading and writing and Level 6.0 in speaking and listening, he or she should no longer be classified as EL. Students who achieve these levels of proficiency as measured by the ACCESS for ELs can reasonably be considered to have

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achieved English language proficiency comparable to that of their English proficient peers and can be expected to perform ordinary class work in English without specialized language supports. (source: DESE *Guidance on Identification, Assessment, Placement, and Reclassification of English Learners*. August 2016.)

English Learners are identified as one of the above levels by using data from an initial English language proficiency screening assessment tool approved by the Massachusetts Department of Elementary and Secondary Education or by their ACCESS scores if they transfer from another WIDA consortium state and the test results are from a test given within the last year.

B. Instruction

In the Whitman-Hanson Regional School District, ELs are enrolled in age-appropriate grade levels so that they can have meaningful access to grade-appropriate curricula and an equal opportunity to graduate. To the extent possible, they are placed with teachers who have received the SEI endorsement from the Department of Elementary and Secondary Education.

Students at each of these levels are provided with a Sheltered English Immersion (SEI) program that consist of two components: Sheltered Content Instruction and English as a Second Language (ESL) Instruction as defined below.

Sheltered Content Instruction Defined: Sheltered content instruction (SCI) includes approaches, strategies, and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to successfully master content standards. Sheltered content instruction must be taught by qualified content area teachers. It must be based on district-level content area curriculum that is aligned to the Massachusetts Curriculum Frameworks (Frameworks) and that integrates components of the WIDA ELD Standards.

English as a Second Language (ESL) Instruction Defined: The goal of ESL instruction is to advance English language development and to promote academic achievement. English language proficiency includes social and academic language in listening, speaking, reading, and writing. ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. Effective ESL instruction also supports long term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a necessary component of any program serving ELs. Academic tutoring of content subjects or sheltering the content for ELs in a regular education classroom as a part of a push-in model is not a substitute for the ESL component of SEI programs. (Source: Department of Elementary and Secondary Education, August 2016)

C. Sheltered Content Instruction Guidelines:

The Whitman-Hanson Regional School District will make all possible efforts to ensure that ELs are placed with SEI Endorsed content area teachers. In these classrooms, teachers use a sheltered content instructional approach so that English Learners actively participate in their learning. In these classrooms, lessons are planned to be:

- Appropriate for English Learners at all levels of proficiency as described by the WIDA English Proficiency levels and standards;
- Guided by language and content objectives appropriate for English Learners who are at different proficiency levels;
- Aligned with WIDA standards; and
- Characterized by student interaction, students' questions, group work, theme based units of study, and other important strategies for effective sheltered instruction.

Further, content teachers are trained to use strategies that:

- Make language objectives, content objectives and academic tasks visible;
- Use supplementary materials, graphic organizers, visuals and manipulatives to make content more comprehensible;
- Group students so that all English Learners may actively participate;
- Integrate language instruction with content instruction.

D. English as a Second Language Instruction Guidelines:

ELs are provided with a program of study in English as a Second Language (ESL) provided by a licensed EL teacher or tutor under the direction of the EL teacher that addresses their particular English learning needs and is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD Standards. EL teachers communicate and collaborate with grade level content area teachers, and if time allows, EL teachers help support and assist ELs in their content area classrooms. Due to the need for systematic, explicit, and structured language instruction, much of EL instruction can occur outside of the general education classroom. EL groupings will be appropriate by age and English Language Proficiency Level to the extent possible. Students shall be grouped with children of the same level, Foundational or Transitional, and in grade level groupings that consider students ages, academics skills, and social development.

The Whitman-Hanson Regional School District strives to comply with the recommended state and federal guidelines with regard to the provision of EL services to district students. Each child's individual needs are assessed by the EL Team in each building and appropriate service is provided based on the individual assessment. The Whitman-Hanson Regional School District is committed to the success of all students. In order to ensure this success, service needs are reviewed and adjusted as necessary based on progress and input from the EL Team and the child's parents.

Student will progress from one level to the next as they acquire increased English proficiency. Progress is determined through the use of various assessments, including student performance in class and on state mandated ACCESS and MCAS testing. Students are provided with instruction in EL until a school-based team determines there is sufficient evidence of a student's English language proficiency and the ability to perform ordinary classroom work in English without significant instructional support.

ESL INSTRUCTION AS DEFINED BY MA DESE

The goal of English as a second language (ESL) instruction in Massachusetts public schools is to advance English Learners' (ELs) language development and promote their academic achievement. English language proficiency includes *social and academic* language in listening, speaking, reading, and writing (WIDA, 2012a). ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language¹ while also attending to social instructional language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. It also supports long-term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a required component of any program serving ELs in Massachusetts (Sheltered English Instruction, Two-Way Immersion, and Transitional Bilingual Education).

The ESL curriculum is aligned to WIDA's [English Language Development Standards](#) and to the [Massachusetts Curriculum Frameworks](#).

ESL is its own subject matter. The subject matter knowledge required of licensed ESL educators is outlined in [603 CMR 7.00](#).

ESL instruction is based on the research, theory, and pedagogy of second language acquisition within the context of the Massachusetts Curriculum Frameworks. ESL is language driven, but draws from general education content as the vehicle for language development within a sociocultural context. Language functions and forms targeted during ESL instruction are taught within rich, contextualized, and meaningful circumstances (WestEd, 2015).

Although ESL educators must be knowledgeable about the academic language across disciplines, they are not expected to be multi-disciplinarians (Valdés, Kibler, & Walqui, 2014b). They cannot be expected to be experts in all content area standards and the full range of corresponding content-specific academic language practices, just as SEI educators are not expected to teach the full range of English language development subject matter. Therefore, the ESL educator should focus on the academic language, common academic habits of thinking (i.e., use evidence to support claims, question evidence, etc.) and analytical practices, and standards that support students across all content areas.

The language development of ESL students is the responsibility of both ESL and other academic teachers. ESL teachers, in collaboration with other content teachers, should continue to develop awareness of the language ESLs need to be able to process and produce English in order to reach high levels of performance in all academic classes. Likewise, all academic teachers need to develop awareness and strategies to support the disciplinary language needs of ESL students. Gaining proficiency in the academic language of American schools requires more than linguistic knowledge. Teachers of ESLs must also consider cultural knowledge and ways of being, interacting, negotiating, speaking, listening, reading, and writing as connected to cultural and social roles.

Considerations must be made for **special populations** (e.g., newcomers, [students with limited or interrupted formal education](#), students with disabilities, long-term ELs, gifted and talented ELs, etc.).

¹ Although research on academic language for ELs in K–12 settings is incomplete, we are defining “academic language” as the language one needs to succeed in general education classrooms. For more information about how to conceptualize academic language, see Anstrom et al. (2010).

Note for newcomers: “for students at the earliest levels of English language proficiency, curricula must clearly be different. They should...move students as quickly as possible forward and toward the analytical tasks that are inside of our standards and outlined in the frameworks...” (Valdés, Kibler, & Walqui, 2014a, p. 16). Furthermore, for students who are just beginning to learn a language, everyday language becomes the basis for academic language. However, while attending to everyday language, educators must simultaneously guide students toward the skills, knowledge, and analytical practices embedded in the Frameworks. Regardless of students’ proficiency levels or educational needs, language forms and functions should still be taught in a contextualized, rich, and meaningful manner. ESL instruction incorporates multiple forms of assessment to gather evidence of students’ progress toward standards that focus on speaking, listening, reading, and writing. Any other content (science, math, social studies, etc.) that becomes part of a language assessment is incidental—a context for language instruction and development. ESL assessments are not meant to assess students’ content area-specific knowledge or skills. For example, an educator who holds an ESL license can design assessments that measure the academic *language* of the content areas, but should not assess the *content* of science, math, English language arts, or other areas that require additional, related teaching licenses.

INITIAL IDENTIFICATION OF ENGLISH LEARNERS

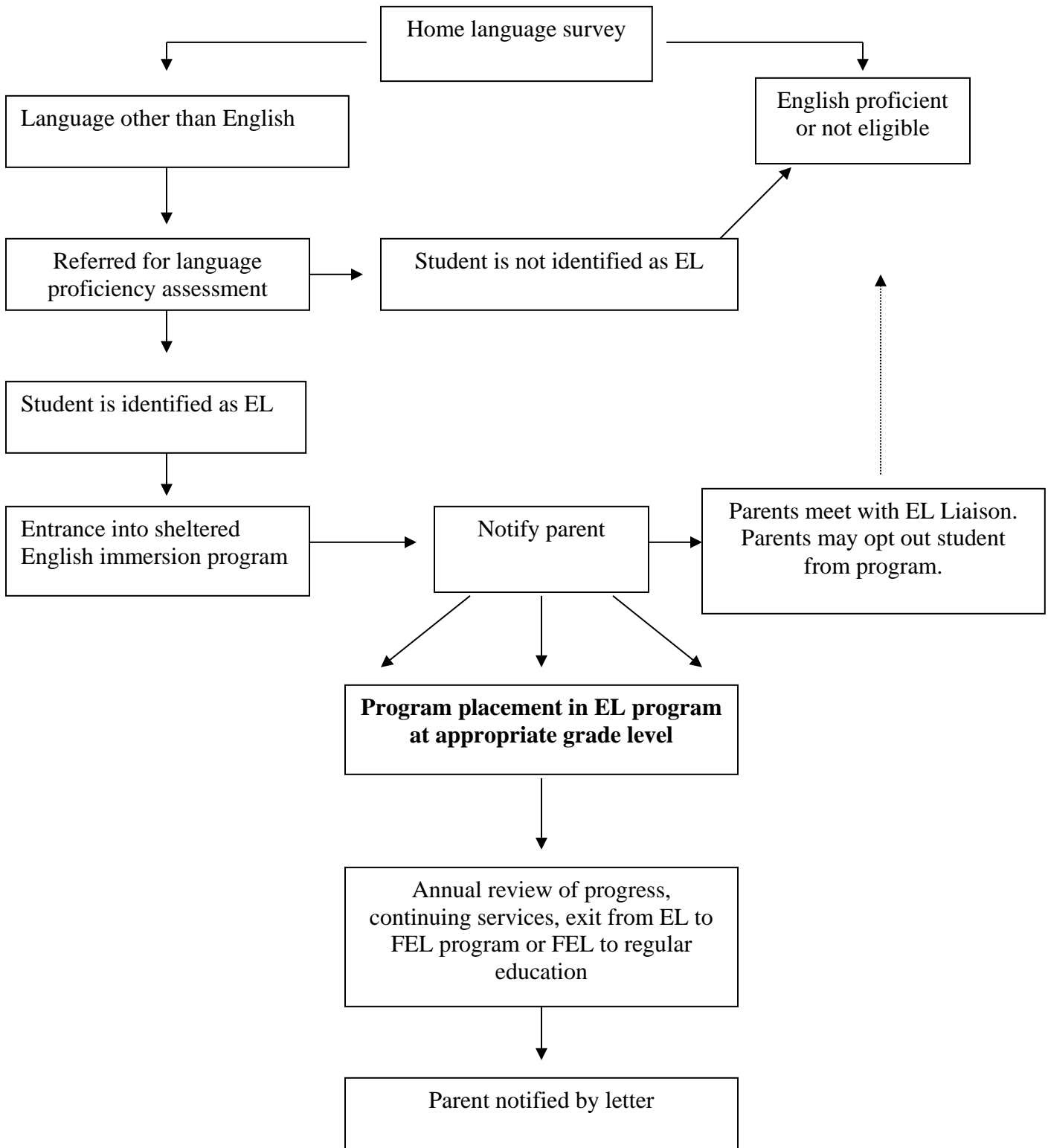
At the time of registration, the parent(s)/guardian will be asked to complete the Home Language Survey (HLS.) A copy in the parent(s)/guardian(s) native language will be provided as necessary. If the HLS shows that the student’s language exposure is all English, the original form will be placed in the student’s cumulative folder. If the HLS indicates a language other than English in the home, a copy of the HLS will be forwarded to the EL provider and the student will be tested within 30 days. The testing results will determine if services are necessary based on English proficiency criteria set by the district and the student should be classified as EL.

Parents will be notified in writing if their child is eligible for EL services in the form of SEI program and EL instruction. This letter will also provide information about requesting a waiver for an alternate placement or to decline services (opt out) of EL services.

After the student has been identified as EL, the student will be placed in an SEI program and provided with EL instruction. This placement must occur within the first four weeks of school. A teacher may refer a student for initial testing at any time.

The chart below presents a visual of the process used and the results as the process progresses.

Program Flowchart



DISTRICT OPTING OUT PROCEDURES FOR ENGLISH LEARNERS

General Laws Chapter 71A requires that publicly-funded students in Massachusetts who are Limited English Proficient be instructed through the use of sheltered English immersion, unless the student wishes to “opt out” and be placed in a general classroom not tailored for English learners.

Opting Out Procedure

Parents may notify the district of their wish to have their child “opt out” of the EL program. This means that a parent or guardian chooses to deny their child’s entry into the SEI program in the Whitman-Hanson Regional School District. The district requires that a parent or guardian schedule a meeting with the EL District Liaison and EL staff in order to exercise this option. The form titled Parents’ Choice to Opt Out of English Language Program must be signed in order to make this official. Parents of children under 10 may “opt out” even if that student has not been enrolled in an EL classroom for 30 days.

Our district encourages parents to allow their children to participate in our EL program for a limited time before they make a final determination to “opt out” of the program. The Whitman-Hanson Regional School District will continue to keep parents apprised of their child’s progress. Federal law establishes a district’s obligation to provide ELs with meaningful access to the education program. Because of this, when a parent declines their child’s participation in a formal language instruction program, the district will continue to monitor the progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Where a district determines through monitoring that a student who has “opted out” is not progressing, the district will ensure that the student’s academic needs are being addressed. Students will continue to be reported on the SIMS data and assessed annually using the DESE mandated assessments (WIDA ACCESS and PARCC) appropriate for their grade.

Within one week of receipt of the decline of services, a meeting will be held at the building level by the appropriate EL District Team. An Individual Student Success Plan (ISSP) will be created for the student by the Student-Teacher Assistance Team (STAT). The plan will be overseen by the ESL Provider. It will identify specific services that will be implemented. Services may include (but are not limited to) support in the classroom, accommodations and modifications to instruction and class work, time in the academic support classroom and/or regular progress reports from guidance to the home and to the EL Provider. Parent notification letters will continue as long as English language proficiency assessments indicate the student is not yet “proficient.”

STUDENT ASSESSMENTS

Several tests may be used for the assessment of language dominance, oral proficiency, and reading and writing skill levels. The assessment results from any of the instruments indicated below are to be used as resources and guides by the ESL team when making entry or exit into programs. Results of district, state, and school-based assessments are used to provide additional information on the academic performance of the student.

Descriptions of Assessments

In the fall of 2012 Massachusetts joined the WIDA (World Class Instructional Design and Assessment) consortium including 27 states in the US to guide ESL programs. Originally, this research effort that

began in 2004 was a collaboration of Wisconsin, Illinois, Delaware and Arkansas (thus the acronym) but later purchased by corporate America to evolve into WIDA. The ESL assessment (known as ACCESS), tracking and instruction system will be changed over the next year.

WIDA Highlights:

- WIDA has a ‘Can Do’ philosophy with significant research background that believes that: “Every teacher is a teacher of language” WIDA is content based and aligned with the Common Core standards
- The four pillars of WIDA foundation are Research based language development principles, Constructive academic language, Theoretical foundations, and WIDA’s ‘Can Do’ philosophy
- Academic language is the bridge (Content language is emphasized)
- Each grade will have a matrix for standards in the 2012 version, (an additional resource) due out in the spring/summer of 2012.
- The Model Performance Indicators (MPI) are the blueprint for instruction transformation
- The Matrix will include: Knowledge associated with grade level and skills associated with that knowledge corresponding to Common Core Standards
- The strands of the MPI will provide scaffolding for instruction (e.g. identifying, distinguishing, analyzing and drawing conclusions)
- Student based assessments (ACCESS) and WAAT will target language proficiency and academic language proficiency together
- WIDA-ACCESS (ELE testing) is 15% listening, 35% reading, 35% writing, 15% speaking
- ACCESS will provide: raw scores, scaled scores, proficiency scores, reports for parents, teachers, student roster, school frequency and district frequency
- After 2012 the 4 category teacher training was replaced with WIDA. WIDA uses a ‘train the trainer’ model for professional development

State and federal laws require that ELs participate in statewide testing. Massachusetts students will meet the testing requirements by participating in both the Massachusetts Comprehensive Assessment System (MCAS), PARCC and the ACCESS for ELs tests.

Massachusetts joined the WIDA (World-Class Instructional Design and Assessment) consortium for English language development and academic achievement, based at the University of Wisconsin–Madison, in June 2012. We now follow these guidelines.

ACCESS for ELs tests are administered once annually in January/February to all ELs in grades K–12. There will be no fall test administration, as there was with MEPA tests.

A. General Participation Requirements

ESL students in the Whitman-Hanson Regional School District will be assessed annually to measure their English language proficiency and progress in learning English in the four domains of reading, writing, listening, and speaking. Students who are identified as ESL before the beginning of the testing window **must participate** in ACCESS for ELs testing for their grade, as follows:

- ELs who were reported as LEP in October SIMS
- AND
- ELs who enroll in school after the October SIMS submission

Students Not Required to Participate in ACCESS for ELs tests

Students reported as LEP in October SIMS who have exited EL status before the beginning of the testing window are **not** required to participate in ACCESS for ESLs testing. The LEP designation for students who exit EL status prior to testing must be removed in the district's March SIMS submission.

A very small number of ELs are *not* required to participate in ACCESS for ELs tests, as follows:

- Students with a medically documented absence who are unable to participate in make-up testing
- Students who have an IEP indicating that their primary disability is “deaf or hard of hearing”
- Students in kindergarten with significant disabilities who would be designated for alternate assessments
- Foreign exchange students who are coded #11 under “Reason for Enrollment” in SIMS

The following students *are* required to participate in **ACCESS for ELs Listening and Speaking tests (Grades 1-12)**, but *not* **Reading and Writing tests (Grades 1-12)**:

- Students with disabilities who require unavailable accommodations
- Students with disabilities who have nonstandard accommodation 26 (Test Administrator Reads Aloud the MCAS ELA Reading Comprehension test) listed in an approved IEP
- Students with significant disabilities who require an alternate assessment, as determined by their IEP or 504 team

B. Participation in Grade-Level Clusters and Testing Tiers

Students participate in ACCESS for ELs tests according to the following **grade-level clusters**: PK, kindergarten, grades 1–2, 3–5, 6–8, and 9–12. For grades 1–12, ACCESS for ELs tests are divided into three tiers of test forms A, B, and C for each grade-level cluster's tests (Reading, Writing, Listening, and Speaking combined). Each tier assesses students with different levels of language proficiency in that grade cluster. To ensure an appropriate testing experience for each student and the most meaningful results, it is necessary to select the testing tier for each student that best matches his or her proficiency level (similar to the selection of test sessions 1 and 2, or 2 and 3, for students taking MEPA in the past). Note that there are no testing tiers for kindergarten students. The computerized ACCESS test makes tier adjustments based on student response.

Tier A, for beginning ELs, is appropriate for students who:

- have enrolled in schools in the U.S. during the current academic school year without previous instruction in English
- currently receive literacy instruction **ONLY** in their native language

Tier B is appropriate for *most* ELs who:

- have social language proficiency and some, but not extensive, academic language proficiency in English
- have acquired some literacy in English though have not yet reached grade level literacy

Tier C, for students who are close to exiting EL status and who:

- are approaching grade-level proficiency in literacy and academic language in the core content areas
- will likely meet the exit criteria for support services by the end of the academic year

Additional criteria to consider in determining a student's testing tier include:

- scores from the WIDA ACCESS Placement Test (W-APT)
- scores on English proficiency assessments used by the district
- observations by staff working closely with the student

W-APT Screener and Placement Test

In addition to the above criteria, the Department recommends the use of the **W-APT**, an optional screener and placement test, to identify and place incoming ELs, and to determine the most appropriate ACCESS for ELs testing tier to administer.

The W-APT, along with materials to assist educators in administering the test and interpreting results, is available on the WIDA website at wida.us/assessment/w-apt/ in the “Downloads and Products” section. The **user name and password** needed to access these materials was given to the Principal of the building for distribution to staff who will use the W-APT materials.

C. Accommodations for ELs with Disabilities

The right of an ESL student with a disability to receive allowable accommodations on PARCC tests is protected by both federal and state laws. The student’s IEP or 504 plan must specify precisely which test accommodation(s) he or she will receive. In cases where a 504 plan is under development, the school personnel responsible for writing the plan must have already met and agreed upon the necessary test accommodation(s) *before* a student may be provided the accommodation(s). The ESL student’s IEP or 504 team must determine how the student will participate in ACCESS for ELs testing and document this information in the student’s IEP or 504 plan.

Accommodations listed in the *Requirements for the Participation of Students with Disabilities in MCAS* (posted on the Department’s website at www.doe.mass.edu/mcas/participation/sped.pdf) are available for ACCESS for ELs testing and are listed in the EL section of the guidebook.

D. Planning for Test Administration

To prepare for testing, the principal should consider the following:

Grades 1–12 Listening, Reading, and Writing Tests

- Listening, Reading, and Writing tests may be administered in groups of up to 22 students.
- Listening and Reading sections consist of multiple-choice questions, and be administered either separately or together in one session of approximately 75 minutes, with a break between tests.
- The Writing test prompts students for a constructed response and should be scheduled in one session of 75 minutes, including a break.
- Students in different grade clusters or testing tiers must be tested in separate test administration sessions.

Grades 1–12 Speaking Test

- Individually administered in about 15 minutes.
- All students in the same grade-level cluster take the same test (no testing tiers).
- Each item must be scored by the test administrator before moving to the next item.
- Test questions are presented until the student reaches his or her performance "ceiling."

Kindergarten Test

- Individually administered in about 30 minutes.
- All students take the same form of the test (no testing tiers).
- Each component ends once the student reaches his or her “ceiling.”
- Speaking and Listening are presented together, alternating between a listening task and a speaking task.
- The test administrator scores all components as test is administered.

PK Assessment

Students who register in the WHRSD pre-school program and indicate having a primary language other than English on their Home Language Assessment will be administered the PRE-IPT assessment to determine status for services. After the assessment is complete, the EL teacher will meet with the Preschool staff to discuss results and develop appropriate programming. The student's parents will be notified of results by written letter with the screening results attached.

E. Assigning Testing Spaces for ELs

It is the responsibility of the principal to designate testing spaces that are free from noise and distractions and are adequately lit, ventilated, and furnished so that students can work comfortably and without disruption. The Department recommends that large, open areas (e.g., cafeterias) not be used. Principals must ensure that each student assigned to the testing space will have adequate work space and be sufficiently separated from other students to support a secure testing environment.

Principals must identify appropriate testing spaces for ELs with disabilities using accommodations that require changes in the test setting, presentation, or mode of response that prevent these students from taking the test in a classroom with a large group.

Principals should prepare for test administration according to the details below:

- Group administration: Listening, Reading, and Writing tests (grades 1–12)
- Individual administration: Speaking test (grades 1–12)
- Individual administration: Listening, Speaking, Reading, and Writing (kindergarten)

For the group administration, WIDA recommends a maximum of 22 students in each group and one adult for every 10–12 students.

For the administration by computer, each student must be provided a computer with headphone. All download of software and other such requirements should be completed prior to the administration of the test. There is no computerized test for kindergarten students. Paper tests should be secured prior to the test taking dates.

While students are generally tested in their regular classrooms, the principal has the authority to schedule ESL students in testing spaces other than classrooms, as long as all requirements for testing conditions are met as set forth in the *Principal's Administration Manual* for MCAS and the *Test Administrator's Manuals* for ACCESS for ELs tests.

F. Authorizing Test Administrators

It is the responsibility of the principal to authorize individuals to serve as test administrators, and to ensure that test administrators have completed the relevant training and certification described below. Test administrators' responsibilities are stated in the ACCESS for ELs Test Administration Manual. To the extent possible, test administrators should be licensed classroom teachers working in the school. When necessary, other education professionals, such as administrators employed by the district may be authorized to serve as test administrators. Individuals prohibited from being test administrators include anyone not employed by the district and anyone who has not completed the relevant training and certification.

G. Test Administrator Training and Certification

Between October and February each year, educators will be required to complete an online training course and pass a certification quiz in order to be authorized to administer the ACCESS for ELs tests. In order to access the online training modules, individual educators must set up a personal training account on the WIDA website through the WIDA Account Creator. Interested Massachusetts educators may contact their ESL director, principal, or superintendent to obtain the Massachusetts statewide user name and password to access the Account Creator. The Account Creator will guide educators through the steps in creating a personal training account. Contact WIDA Help at 866-276-7735 or help@wida.us for assistance in setting up your personal account.

Three training/certification modules are available, each requiring approximately 1½–2 hours. The following ACCESS for ELs test administration training modules are posted online at www.wida.us/downloadLibrary.aspx under “Training Toolkit.”

- Administering ACCESS for ELs, Grades 1-12 (Listening, Reading, and Writing tests)
- Administering the Speaking test
- Administering the Kindergarten test

The online training and certification quiz may be completed in one sitting or in multiple sessions as needed. A score of **80 percent or higher** on the certification quiz is required in order to be authorized to administer a specific test. Each certification quiz may be taken multiple times until the minimum required score is attained. A database will be maintained with the names of educators in each district who have been certified in each training module.

PARTICIPATION OF ELS IN THE MASSACHUSETTS COMPREHENSION ASSESSMENT SYSTEM (MCAS)

A. Participation Requirements

ELs must participate in *all* MCAS tests scheduled for their grades regardless of the program and services they are receiving or the amount of time they have been in the United States. The only exception applies to first-year ELs who enrolled in U.S. schools after March 1 of any academic year. Schools have the option of administering ELA tests to first-year ELs, provided that they have participated in ACCESS for ELs testing. First-year ELs *must* participate in MCAS Mathematics and Science and Technology/Engineering (STE) tests for diagnostic purposes. Their results are not included in school and district summary results, or in state and federal accountability reporting.

EL Participation Requirements for MCAS Tests Content Area Test

	ELA	Mathematics	Science and Technology/Engineering
First-Year ELs 1	<i>Optional</i> 2	Required	Required
All Other Students	Required	Required	Required

1 Results for first-year ELs are **not** included in MCAS school and district summary results.

2 ELA testing is optional provided that the student has participated in ACCESS for ELs.

High School English/Spanish Tests

Grade 10 Spanish-speaking ELs who have been enrolled in U.S. schools for **fewer than three** years may choose to take the English/Spanish edition of the grade 10 Mathematics test if they can read and write in Spanish at or near grade level. English/Spanish editions of the Mathematics test are available for the grade 10 Mathematics test and high school Mathematics retests only. Students who are eligible for an English/Spanish MCAS test take the test during the same time period in which the English edition of the test is administered. The designated test administrator must be fluent in both English and Spanish. Students may respond to test questions in English or in Spanish.

Foreign Exchange Students

Foreign exchange students who are coded as #11 under “Reason for Enrollment” in SIMS are required to participate in MCAS tests.

B. Participation Requirements for ELs with Disabilities

ELs with disabilities must participate in MCAS by taking either

- MCAS test(s), with or without accommodations

OR

- MCAS Alternate Assessment (MCAS-Alt)

The EL student’s Individualized Education Program (IEP) Team or 504 team must determine how the student will participate in MCAS testing and must document this information in the student’s IEP or 504 plan. Additional information is available in the *Requirements for the Participation of Students with Disabilities in MCAS (2012–2013 Update)*, which is posted on the Department’s website.

C. Use of Bilingual Word-to-Word Dictionaries and Glossaries by ELs on MCAS Tests

Any EL student, including students who have been identified as EL in the past, may use an authorized bilingual word-to-word dictionary and/or glossary on the following MCAS tests:

- ELA—authorized word-to-word dictionary (if available)
- Mathematics—authorized word-to-word dictionary and glossary (if available)
- Science and Technology/Engineering—authorized word-to-word dictionary and glossary (if available)

Dictionary use for MCAS tests is strictly limited to those that provide word-to-word translations. Dictionaries that include definitions, synonyms, antonyms, phrases, and other information are strictly prohibited. Electronic dictionaries are not allowed. Note: The use of bilingual word-to-word dictionaries and glossaries is prohibited on all ACCESS for ELs tests.

A list of authorized bilingual dictionaries and glossaries is available on the Department’s website.

“Stop Testing” Policy

If an EL student does not seem to be responding to test questions after an appropriate period of time (i.e., 15–20 minutes), the test administrator may ask if the student is finished. If so, collect the test materials. The student may sit quietly or read a book until the test session ends.

MCAS/State and Federal Accountability Reporting for First-Year ELs: How results are reported for each content area test

ELA (testing optional)	Mathematics (testing required)	Science and Technology/Engineering (testing required)
Student-level MCAS Results	Student item analysis roster report (if tested)	Student item analysis roster report

D. Reporting MCAS Results for ELs

Results for ELs are reported with those of other students, and separately in the EL subgroup. The one exception is the reporting of results for first-year ELs. In reporting results for state and federal accountability, scores for ELs with disabilities are included in two categories: students with disabilities and ELs.

Participation for Accountability	Counted as <i>participating</i> whether tested or not, provided that student participated in ACCESS for ELs	Counted as <i>participating</i> unless absent	Counted as <i>participating</i> unless absent
Achievement and Growth for Accountability	Not included in state and federal accountability calculations	Not included in state and federal accountability calculations	Not included in state and federal accountability calculations

E. High School Competency Determination (CD)

All Massachusetts students, including English learners, are required to meet the CD standard in English language arts (ELA), mathematics, and science and technology/engineering (STE) in order to graduate. To earn a CD, students must **either** earn a scaled score of at least 240 on both the grade 10 MCAS ELA and Mathematics tests, **or** earn a scaled score between 220 and 238 on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students must also earn a scaled score of at least 220 on one of the high school STE tests in Biology, Chemistry, Introductory Physics, or Technology/Engineering. In addition to passing MCAS tests, students must meet all local graduation requirements. Students who transfer to a Massachusetts high school during their senior year must take and pass tests in ELA, mathematics, and science and technology/engineering in order to graduate from high school.

Students eligible to take the English/Spanish edition of the MCAS grade 10 Mathematics test may meet the CD requirement in Mathematics through this test but must also pass ELA and STE tests in English. Since the CD requirement may present a challenge for ELs who have recently enrolled in a U.S. school, some ELs may need to continue their education beyond grade 12 in order to attain the requisite knowledge and skills in ELA, mathematics, and STE. After grade 12, students who still need to pass one or more of the required MCAS tests may take the MCAS retest(s) at the school in which they were last enrolled. Some students may also be eligible for an MCAS performance appeal.

For more information on meeting the graduation requirement, please refer to the Department of Elementary and Secondary website.

Calculating Benchmarks (New as of 2019)

Based on a student's current year [ACCESS](#) score, the Department determines a target for the following year that is the minimum score needed by the student to remain on track to attaining English proficiency (i.e., attaining a score of at least Level 4.2 overall and 3.9 literacy on ACCESS) within six years. For students taking the [Alternate ACCESS](#), the Department will determine progress toward proficiency by comparing the prior year's results and the current year's results to see whether the scores for one or more subdomains of the test have increased by at least one proficiency level.

Each year after the Department reports ACCESS scores, schools and districts will receive a *future progress target* and a *difficulty index* for the following school year for each student. If the student has taken the ACCESS test for at least two consecutive years, they will also receive a *growth percentile for ACCESS* (SGPA) and a *progress indicator* (expressed as "yes" if the student made progress or "no" if the student did not make progress). For more information on future progress targets and difficulty indices, refer to Section III of the [Guidelines for the Use of Benchmarks toward Attaining English Proficiency](#) (the Benchmark Guidelines).

District Requirements:

The LOOK Act establishes the following requirements for districts:

- Adopt procedures to identify ELs who do not meet English proficiency benchmarks;
- Establish a process for the district to:
 - Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency;
 - Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement;
 - Review resources and services available to assist ELs in the identified areas in need of improvement; and
 - Incorporate input from the parents or legal guardian² of the identified EL³.

To fulfill the above requirements, the EL Teacher/Tutor in consultation with the school staff, administrators, and parents will review ACCESS data, school data (progress reports, teacher notes, report cards etc.) to determine areas of need and appropriate data collection methods to monitor progress. Methodologies, resources and services may be adjusted to better meet the needs of the student. Progress will be reported to parents at the same time and in the same manner as the general student population with translation provided as necessary.

English Learning Success Template

The Department developed an English Learning Success Template (ELST) to assist districts in helping ELs receive the planning and support they need to make progress. The template identifies the steps that

² The term "parent" means "parent or legal guardian" throughout this document.

³ [G.L. c. 71A, § 11](#).

schools and districts can take to help students meet their goals and benchmarks. The WHRSD will use the template as developed by the DESE of Massachusetts.

Methods for Establishing EL Personalized Goals

In order to establish goals for success, districts should review the available data on an ELs performance, and identify areas of improvement. By involving various stakeholders, including students, parents, and staff, districts can implement successful strategies for improvement. Further, by consulting with other districts during network meetings, districts can gather additional strategies for helping ELs succeed. In addition, there are many resources available with helpful information for working with ELs included in the Benchmark Guidelines. The WHRSD will employ internal methods as well as consultation with the North River Collaborative and appropriate state agencies (DESE) to establish goals for personal success.

Parent Notification

Districts must adopt procedures to identify ELs who do not meet English proficiency benchmarks and establish a process that incorporates input from the parents of the identified ELs. The LOOK Act requires districts to provide parents of ELs with the Benchmark Guidelines, materials describing the benchmarks, and the ELST. The Department will make the Benchmark Guidelines and the ELST available in languages most commonly spoken in Massachusetts and will post them on the Department's [English Learner Resources](#) webpage to assist districts with this effort. Districts must begin parent notification at the beginning of each school year or upon enrollment of the child in an ELE program if the enrollment is not concurrent with the beginning of the school year.

For detailed information as well as definitions/requirements please see guidance on benchmarks documents at <http://www.doe.mass.edu/ele/resources/>

THE EDUCATIONAL PROGRAM

The EL program for each school/student will be developed in partnership with the EL teacher, building staff and administration, including the principal, and will be reviewed each year to accommodate the needs of ELs requiring services. Language proficiency levels will be determined from assessments, student work samples, and recommendations from EL and classroom teacher(s). The building EL teacher will be consulted to prepare the instructional program and accommodations for each student.

Depending upon the assessment results, students may receive English Language Development lessons and/or be placed in a Sheltered English Immersion program. Teachers in SEI classrooms have been, or are in the process of being, trained according to the DESE regulations and guidelines in order to qualify to teach ELs in their respective classrooms, or in subject matter content.

The SEI program provides students with all books and instructional materials in English; however, the curriculum and presentation of lessons are designed for students who are learning the English language. The EL content instruction is based on the Massachusetts English Curriculum Frameworks. Each school has received copies of the Integration of Common Core/curriculum Frameworks and EDL Standards (UbD thinking process and WIDA thinking process) as well as the Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards. These documents serve as guidelines for staff planning. The district utilizes Reading

Street to support ELs in grades K–12. Parents are notified of their child’s progress periodically throughout the year or as needed and determined by the EL team.

EL Student folders will be maintained by the ESL Teacher, school building and at central office. Each folder has a checklist that the teacher(s) use(s) to document the collection of student data, report cards, progress reports, and parent communication.

MONITORING PROGRESS OF ELS

A. Each EL student will be evaluated annually for English proficiency and content skills. Students in grades K – 12 will be assessed annually in English reading and writing skills using the WIDA ACCESS testing system. All ELs will participate in the MCAS testing appropriate to their grade levels. These results will be documented in the students file and submitted to the EL Teacher who will document these in the EL folder. Copies of MCAS results will be provided to the parents.

B. Each building staff of ELs will meet to review the progress of all ELs in that school at least once per year. At the end of/beginning of year meeting, the school EL staff will make recommendations for the next/current year’s placement for ELs (EL or FEL) based on placement criteria. Parents/guardians will be notified in writing of their child’s placement as continuing EL status or reclassification as FEL.

C. Chapter 71A and Title VI require that ELs are entitled to language support services until they are proficient enough to participate meaningfully in the district’s general education programs. Districts cannot limit the time necessary for language services for those students who are not yet able to meaningfully participate in the school’s programs.

D. Monitoring Tools

- WIDA Model Screener or W-APT Screener
- ACCESS
- State Testing (MCAS), Alternate Testing
- District level progress monitoring tools
- Other assessments as needed by the EL staff to assist in making their decision

MONITORING OF FORMER ENGLISH LEARNER (FEL) STUDENTS

- A. The District has developed a system that provides for monitoring the success of each reclassified student in the educational program. All students who have exited from the English learners (EL) Program and reclassified as Former English Learner (FEL) will be monitored for satisfactory academic progress for at least four full school years. If necessary, these students may be re-identified as being EL and re-entered into the EL district program.
- B. The district EL Teacher will be responsible for coordinating the reclassification process. Within one week of the end of each grade report cycle (or at least twice per year coinciding with report cycles), the district EL teacher will distribute the **Monitoring Form** to the teachers of all FEL students. Completed monitoring forms should be returned to the EL teacher within one week following receipt. The EL teacher will review the form immediately to make sure all the FEL students are not having difficulty in their classes. If a student is not progressing and is having difficulty with academics, the EL teacher should meet with the regular education teacher to find out what

difficulties a student is experiencing and the reasons behind it. A student may be re-identified as being EL after a meeting with the school principal, the EL teacher, teachers, and parents. One copy of each monitoring form will be filed in each student's building folder; the central office folder and the EL teacher should have copies of these forms readily available so the student progress can be tracked throughout the year.

- C. The following indicators will be used for monitoring purposes: progress reports and report card grades; MCAS results, Individual Student Success Plans (ISSPs), and Individual Education Plans (IEPs); teacher feedback and comments regarding areas of concern in different curriculum areas; guidance counselors' input; interventions and instructional modifications being used to ensure student success. In order to prevent losing track of students once they move from one level of education to the other, the EL teacher in the district will receive up-to-date lists of FEL student rosters at least twice a year as deemed necessary.
- D. Intervention plan for FEL students failing to make progress during monitoring: The EL teacher and other members of the instructional team will try to determine the reasons behind an individual student's lack of academic success. The student will be referred to the school's Student Teacher Assistance Team (STAT) if there is uncertainty as to whether this lack of progress is due to learning differences, disability, or language differences. The RTI process may be accessed to gather further information. The District will then provide services to address these targeted academic problems.
- E. When the FEL student fails to make academic progress as measured by the indicators mentioned above, after being monitored for at least two grade report cycles, **and** a school based team familiar with the student meets and determines that this failure is due to lack of English proficiency: Documentation of the meeting is placed in the student's file. If a FEL student is re-designated as an EL student, the EL student will be educated in accordance with G.L.c.71a and will be immediately provided with the services and options required under state and federal law, including educating the student in sheltered English immersion classrooms along with direct ESL instruction as needed. Parents will be notified accordingly.

SLIFE Definition

Students with Limited or Interrupted Formal Education (SLIFE) are English learners who have experienced interrupted education or have limited formal education prior to enrolling in the district. SLIFE usually come from a home in which a language other than English is spoken, have gaps in their education from their home country, and are at least two grade levels behind in reading and mathematics. They may have attended school in the U.S. but can have gaps in language and literacy due to ineffective or missing instruction. They are often at risk for dropping out of school and may need intensive support. In some districts, SLIFE are placed in existing ELE programs, such as SEI or transitional bilingual education, and receive additional supports to close educational gaps in their academic background. Other districts specifically design ELE programs for SLIFE, such as programs that include high intensity English and/or native language acquisition. Districts that wish to start new ELE programs specifically for SLIFE must complete the new ELE program proposal process, while districts that educate SLIFE in existing ELE programs do not.

A SLIFE student meets **all** of the following criteria⁴:

1. The DOE025 SIMS field indicates the student is an English Learner.
2. Is 8 to 21 years old.

⁴ These criteria were developed based on research conducted by the SLIFE guidance team. It includes information drawn from state and federal laws and Colorín Colorado, New York City Public Schools Guidance, and other state guidance, as well as research conducted by Andrea DeCapua and Helene Marshall.

3. Entered a United States school after grade 2, or
Exited the United States for six months or more and did not attend school during that time.
4. Prior exposure to formal schooling is characterized by one of the following:
 - a. no formal schooling.
 - b. interruptions in formal schooling, defined as at least two or fewer years of schooling than their typical peers.
 - c. consistent, but limited formal schooling.
5. Functions two or more years below expected grade level in native language literacy relative to typical peers.
6. Functions two or more years below expected grade level in numeracy relative to typical peers.

In accordance with regulations, the WHRSD will complete the following steps in regard to students with or suspected to have a SLIFE designation:

Step 1: Administer a Home Language Survey

The primary purpose of a [Home Language Survey](#) (HLS) is to screen newly enrolling students to determine if they are potentially ELs. The HLS seeks to determine if a student has had exposure to a language other than English that may have impacted their English language development.

Step 2: Academic Records Review (if available)

Trained school district personnel should conduct a record review of submitted documents, particularly documents containing academic and English language proficiency information. If newly enrolled students transfer from another district within Massachusetts or a state within the WIDA consortium, it is possible that they participated in the annual language proficiency assessment, *ACCESS for ELs*. If the test was administered within the **last calendar year** district staff can use these results in addition to student academic records to determine English language proficiency. A list of WIDA member states can be found at <https://wida.wisc.edu/>.

If academic records are available and the student is classified as an EL, move to **Step 5** below.

Step 3: Assess English Language Proficiency (if not determined in academic records)

Based upon the HLS and record review, trained school district personnel administer the WIDA Screener when evidence of English proficiency is unavailable or inconclusive.

Step 4: Determine EL or Non-EL Status

Use the results of the WIDA Screener as outlined in the [Guidance on Identification, Assessment, Placement, and Reclassification of English learners](#) document to determine if the student is an EL.

Step 5: Administer SLIFE Pre-Screener to all identified ELs

Administer the SLIFE Pre-Screener to the student and/or parent⁵ in the student's/parent's native language or through interpretation or translation by trained bilingual staff if necessary. For a sample SLIFE Pre-Screener see district forms section.

⁵ Parent refers to the student's parent or legal guardian.

If the results of the SLIFE Pre-Screener indicate that the student is potentially a SLIFE, then move to *Step 6* below.

If the SLIFE Pre-Screener results indicate that the EL is *not* SLIFE, refer to the DESE [Guidance on Identification, Assessment, Placement, and Reclassification of English learners](#) for placement guidance as well as WHRSD procedure outlined previously in this manual.

Step 6: Administer Literacy and Numeracy Assessments

If the SLIFE Pre-Screener indicates limited or interrupted education, then administer native language literacy and numeracy assessments to determine if the student is academically functioning two or more years below expected grade level relative to typical peers. Trained school district personnel should administer the literacy and numeracy assessments⁶. Districts may purchase assessments, translate or interpret existing assessments, or develop assessments for this purpose. The student should be considered SLIFE if it is not practicable to provide native language assessments, and the SLIFE Pre-Screener indicates limited and/or interrupted education, until further assessments and data measures indicate otherwise.

Step 7: Establish a School-Based SLIFE Placement Team

Establish a cross-disciplinary, school-based team that includes EL educators, SEI or bilingual endorsed core academic content teachers, reading specialists, math specialists, adjustment/guidance counselors, administrators, and related service providers to make instructional placement decisions for SLIFE. To do this, the team should review SLIFE intake data, such as registration documents, HLS, ELP assessment(s), SLIFE Pre-Screener, literacy and numeracy assessments, and other pertinent records. The school-based team must communicate with parents when making these decisions.

Step 8: Develop SLIFE Placement

Instructional placement decisions for SLIFE considers, socio-emotional, cultural, academic, and linguistic factors among other variables, such as trauma⁷, migration considerations, and familial contexts.

Educate SLIFE in a culturally and linguistically responsive teaching environment consistent with their level of English language proficiency and academic needs. Instruction targets gaps in skills and knowledge that students may have as a result of limited or interrupted education. Instruction provides, but is not limited to:

- English as a Second Language, English Language Development/Sheltered Content Instruction
- Native language instruction or support, if possible
- High intensity literacy training
- Sheltered social studies
- Sheltered mathematics
- Sheltered science, technology, engineering, and mathematics (STEM)

⁶ School districts may use a selection of literacy and numeracy assessments including SLIFE developed assessments, pre-unit assessments, grade/school/district generated assessments, end-of-the-year assessments, etc. with rubrics and scores that indicate grade-level performance.

⁷ Trauma may include, but is not limited to, exposure to child labor, human trafficking abuse, gang involvement, displacement, separation, war, and/or natural disaster.

- Guidance and counseling services, including crisis counseling, as recommended by the school-based team in a language the student can understand (Title VI; EEOA, 20 USC 1703(f); G.L. c. 76, §5; 603 CMR 26.02)

For a sample guidance tool see DESE [Appendix E: The SLIFE Planning and Instructional Considerations Tool](#). Additionally, the Brockton Public Schools has partnered with WHRSD to provide school programs for SLIFE students.

Step 9: Record SLIFE Designation in Student's Profile

Record student's SLIFE designation in the student's school profile, cumulative folder, and on SIMS Field DOE041.

Step 10: Parent Notification

Notify parents about their child's ELP level, assessment results, and SLIFE designation decisions **no later than 30 days** after the beginning of the school year or within **two weeks** if the student enrolls in the school district during the school year using the parent notification form provided by the Department at LINK. Such notifications shall be provided in English and, to the extent practicable, in a language that the parents can understand.

Step 11: Develop a Student Success Plan

A Student Success Plan (SSP) identifies the student's language and academic goals. The SSP also establishes how to monitor academic and ELP progress. The SSP describes how the student learns, how the student best demonstrates that learning, and what supports teachers and service providers will provide to ensure the student meets their educational goals.

Developing an SSP requires assessing a student's ELP, numeracy/literacy skills, and academic profile while simultaneously considering the student's ability to access the curriculum. Considerations should include how socio-linguistics and interrupted education affect the student's learning. In all cases, tailor the SSP to the individual student's learning goals as identified during the EL evaluation process and school-based team recommendations.

**Forms Used by the Whitman-Hanson Regional School District in relation to
English Learners**

Whitman-Hanson Home Language Survey Procedure

- Every parent who registers a child for the WHRSD must complete a Home Language Survey as part of the registration packet. If a survey in a foreign language is given to the parent, make sure to staple the English form to it.
- If the survey reports “English only” place the original in the student’s cumulative folder.
- If the survey reports a language other than English, make a copy and send to the EL office. The original must be placed in the cumulative folder.
- The EL Teacher will arrange for the student to be tested for English language proficiency.
- The EL Teacher will document assessment results and work with the EL Team to designate program/placement if necessary.
- A copy of the Home Language Survey and all assessment results will be placed in the EL Student folder

Home Language Survey

Whitman-Hanson Regional School District

Massachusetts Department of Elementary and Secondary Education regulations require that *all* schools determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the District is required to do further assessment of your child. Please help us meet this important requirement by answering the following questions. Thank you for your assistance.

Student Information			
_____ First Name	_____ Middle Name	_____ Last Name	F <input type="checkbox"/> M <input type="checkbox"/> Gender
_____ Country of Birth	____/____/____ Date of Birth (mm/dd/yyyy)	____/____/____ Date first enrolled in ANY U.S. school (mm/dd/yyyy)	
School Information			
____/____/20____ Start Date in New School (mm/dd/yyyy)		_____ Name of Former School and Town	_____ Current Grade
Questions for Parents/Guardians			
What is the primary language used in the home, regardless of the language spoken by the student? _____	Which language(s) are spoken with your child? (include relatives - <i>grandparents, uncles, aunts, etc.</i> - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always		
What language did your child first understand and speak? _____	Which language do you use most with your child? _____		
How many years has the student been in U.S. Schools? (not including pre-kindergarten) _____	Which languages does your child use? (circle one) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always		
Will you require written information from school in your native language? Y <input type="checkbox"/> N <input type="checkbox"/> If yes, what language? _____	Will you require an interpreter/translator at Parent-Teacher meetings? Y <input type="checkbox"/> N <input type="checkbox"/> If yes, what language? _____		
Parent/Guardian Signature: X	____/____/20____ Today's Date: (mm/dd/yyyy)		

To Be Completed By EL staff

English Learners – Proficiency Results

INITIAL RECOMMENDATION:

- Student does not have a language other than English spoken at home/No testing necessary
 Student Referred For Language Proficiency Testing Date: ___/___/___
-

PROFICIENCY RESULTS: Name/Type of Assessment Administered _____

Oral Designation: Ent Emer Dev Exp Bridge **Date:** ___/___/___

Reading Designation: Ent Emer Dev Exp Bridge **Date:** ___/___/___

Writing Designation: Ent Emer Dev Exp Bridge **Date:** ___/___/___

COMMENTS: This student is a Newcomer YES NO

PROGRAM RECOMMENDATION:

- Based on above results, student will be placed in our EL program and will receive EL/SEI instruction.
 Based on above results, student will be not receiving EL/SEI instruction.

Signature of EL Staff

Today's Date ___/___/___

Print Your Name

**School Year 2019-2020
Initial/Annual Parental Notification of
English Language Education (ELE) Program Placement**

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

The following are the results of this English language assessment(s):

Student Information			
First Name _____		Middle Name _____	
		Last Name _____	
Current School Name _____		Grade _____	
		Start Date in ELE Program _____	
Assessment Tool	Domain	Results	Date of Assessment
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
Continuing English Learner Students and/or Transfer Students		Results	Date of Assessment
Speaking (ACCESS for ELs test)			day / month / year
Listening (ACCESS for ELs test)			day / month / year
Reading (ACCESS for ELs test):			day / month / year
Writing (ACCESS for ELs test)			day / month / year
English Language Proficiency Level based on language assessment data:			
<input type="checkbox"/> L1 - Entering		<input type="checkbox"/> L4 - Expanding	
<input type="checkbox"/> L2 - Beginning		<input type="checkbox"/> L5 - Bridging	
<input type="checkbox"/> L3 - Developing		<input type="checkbox"/> L6 - Reaching	

ELE Program Types:
Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in

mathematics, English language arts (ELA), social studies, and/or science.

Dual Language Education (DLE) or Two-Way Immersion Program – a program that develops students’ language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.

Transitional Bilingual Program – a program where content instruction is initially provided in the native language of the student and English. As the student develops English language proficiency, instruction is increasingly provided in English.

Other Bilingual Program – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. ESL instruction is a required component of all ELE programs above.

Enrolled in an ELE Program: The school district proposes to place your child in the indicated program. All programs will also have an English as a Second Language component.

ELE Programs in the District	Proposed Student Placement	
<input type="checkbox"/>	<input type="checkbox"/>	Sheltered English Immersion (SEI)
<input type="checkbox"/>	<input type="checkbox"/>	Dual Language Education (DLE) or Two-Way Immersion (TWI)
<input type="checkbox"/>	<input type="checkbox"/>	Transitional Bilingual Education (TBE)
<input type="checkbox"/>	<input type="checkbox"/>	Other Bilingual Education

Alternate ELE Program – If you believe that your child should be placed in a different ELE program than the one proposed, you have the right to request placement in an alternate ELE program. Please contact district staff for further information.

Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:

General Education – Your child was not found to be an English learner and therefore does not need an ELE program.

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child’s teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills.** ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our ELE programs. ESL instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read or write in English. If you decide to decline placement of your child in or withdraw your child from an ELE program, please inform district staff (*add contact information here*).

Specific ELE Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.

Your child will continue to receive ELE program services until he or she meets the following criteria:

<input type="checkbox"/> Earned a qualifying score ⁸ on ACCESS for ELs	AND	<input type="checkbox"/> Demonstrated ability to perform ordinary classroom work in English, as indicated by: <i>(include information about other relevant data)</i>
---	-----	---

Final classification:

The student met the criteria. He or she is no longer considered an English learner. The student's academic performance will be monitored for four years.

The student has not met the criteria. The student is still considered an English learner and will be placed in the _____ program offered by the district.

Comments:

School district staff is available to speak or meet with you about your child's placement and the school's ELE programs. We strongly encourage you to call us if you have any questions. Please contact us through the district contact person listed below. Thank you.

 Name of Instructor/Coordinator, Title

 Telephone Contact/Email Contact

Whitman-Hanson Regional School District
School Year 2019-2020
Parental Notification Regarding English Language Education

Dear Parent(s)/Guardian(s):

In order to comply with state requirements, school districts must inform parents of students whose home language is other than English of the rights they may have regarding English language education (ELE). The district will test your child in English reading, writing, speaking and listening to determine if your child is an English learner. If your child is found to be an English learner and eligible for placement in an ELE program, you will receive further notification with your child's English proficiency test results and program placement information.

If your child is determined to be an English learner, you have the right to:

- choose an ELE program among those offered by the district as described in state law and regulations;
- visit an ELE program in the district;
- attend available conferences or meetings to learn more about the ELE programs offered in the district;
- request a new ELE program in accordance with state law; and
- withdraw your child from an ELE program.

Available ELE programs include (check all that apply):

- Sheltered English Immersion (SEI)** – an ELE program in which sheltered grade-level content instruction is used. Sheltered content instruction is content instruction that is modified so that an English learner can comprehend it and participate in the class at his or her level of English proficiency. All instruction and materials are in English.
- Dual Language Education or Two-Way Immersion (TWI)** – an ELE program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.
- Transitional Bilingual (TBE)** – an ELE program in which the English learner's native language is used to support the student's development of English and content learning, and is then gradually phased out of instruction as the student's English proficiency increases.
- Other Bilingual** – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

All ELE programs include **English as a Second Language (ESL)** instruction. ESL classes provide direct English language instruction that focuses on developing speaking, listening, reading and writing skills in English.

Districts serving 100 or more English learners or in which English learners comprise at least 5% of the student population, whichever is less, are required to establish an English learner parent advisory council (ELPAC). Similarly, any school designated as underperforming or chronically underperforming and operating an ELE program is required to establish an ELPAC. Parents of English learners are encouraged to participate in such councils.

For more information about the topics discussed in this notice, please contact: Michael Caponigro at 781-618-7189 or Caponigro.Michael@whrsd.org. You may also obtain additional information about ELE programs offered by the district at a meeting or conference on _____ [date] at _____ [location].

Updated December 2019

Whitman-Hanson Regional School District
 School Year 2019-2020
 OPT OUT FORM

<i>Student Name:</i>	<i>Home language:</i>
<i>Opt-out Date:</i>	<i>Years in U.S. Schools:</i>
<i>SASID:</i>	<i>DOB:</i>
<i>School:</i> _____	<i>Grade:</i> _____

As required by federal law, my child has taken an English language proficiency test (W-APT, WIDA ACCESS, or WIDA MODEL). My child has been tested in reading, writing, speaking and listening and the test scores indicate that s/he is eligible for an English Learner Education (ELE) program to receive ESL instruction in a program designed to help students acquire English language proficiency and access grade level content instruction. I have considered the options offered by the district and have chosen to decline ELE services. I understand that my decision to opt out of ELE services will not affect the requirements the district needs to follow in order to comply with the state and federal laws. I understand that:

1. As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
2. My refusal of ELE services does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support in SEI classes taught by an SEI endorsed teacher.
3. The school district will report my child to *Student Management Information System (SIMS)* as an English Learner (EL) until my child attains English proficiency.
4. As long as my child is enrolled in Massachusetts public schools, s/he will be tested annually with ACCESS until s/he attains English proficiency.
5. As long as my child is enrolled in Massachusetts public schools, the school district will monitor my child's academic progress without benefit of receiving specialized ESL instruction until my child attains English proficiency, and four years after.
6. The school district will continue to inform me of my child's progress in attaining English proficiency.
7. I can change my preference at any time by notifying the school district in writing.

Parent/Guardian Signature: _____

Date: _____

Whitman-Hanson Regional School District
 School Year 2019-2020
MONITORING ACADEMIC PROGRESS OF OPT OUT STUDENTS

Federal law establishes a district’s obligation to provide ELs with meaningful access to the educational program. When a parent declines participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

Student Name: _____ Home language: _____
 Opt out Date: _____ Years in U.S. Schools: _____
 SASID: _____ DOB: _____
 School: _____ Grade: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

ENGLISH	Test Scores					
	MCAS:		ACCESS:		OTHER:	
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>		Term 3 <input type="checkbox"/>	
	Term 4 <input type="checkbox"/>		RARELY	SELDOM	SOMETIMES	OFTEN
			ALWAYS			
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
Discipline issues that interfere with his or her progress						
Struggles with oral comprehension						
Struggles with reading comprehension						

MATH	Test Scores					
	MCAS:			OTHER:		
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>		Term 3 <input type="checkbox"/>	
	Term 4 <input type="checkbox"/>		RARELY	SELDOM	SOMETIMES	OFTEN
			ALWAYS			
	Communicates effectively in English					
Homework completion						
Struggles with oral expression						

MAT H	Test Scores					
	MCAS:			OTHER:		
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
Struggles with reading comprehension						

SCIENCE	Test Scores					
	MCAS:			OTHER:		
	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
Struggles with oral comprehension						
Struggles with reading comprehension						

SOCIAL STUDIES	Test Scores					
	MCAS:			OTHER:		
	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
Struggles with oral comprehension						
Struggles with reading comprehension						

Please, check the one that applies:

- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply)

- English language support**
- After school tutoring**
- Core academic tutoring**
- Parent communication**
- Summer school**
- Other (Please, explain)**

Date: _____

Team members: _____

Signatures: _____

Whitman Hanson Regional School District
 School Year 2019-2020
 English Language Education Program Reclassification Form

Name:	SASID#	Date of Birth:
School:	Grade:	Reclassification Date:

Students should earn at least an overall score of 4.2 and a composite score of 3.9 on ACCESS for ELs 2.0 in order to be considered as Former English Learner (FEL).

RECLASSIFICATION CRITERIA		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELs 2.0		<i>Students who do not have an overall score of 4.2 and a composite literacy score of 3.9 cannot be considered for reclassification based on the other relevant data.</i>
Demonstrate the ability to perform ordinary class work in English, as indicated by more than one of the measures listed on Other Relevant Data (described below) Data used: _____		
Comments:		

Other Relevant Data

School-based teams must also evaluate and consider a range of evidence of the student's performance, including a review of:

- the student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, DRA, Terra Nova, Stanford 9, and/or other District Determined Measures (DDMs);
- the student's scores on locally-administered diagnostic language assessments;
- the student's academic grades;
- the written observations and recommendations documented by the student's classroom teachers; and
- the student's performance on MCAS content area tests.

**Whitman-Hanson Regional School District
English Learner Education Program**

STUDENT EXIT FORM

Academic Year 20__ - 20__

Student Name (last, first, middle)	Sex <input type="checkbox"/> M <input type="checkbox"/> F		Date / /
School:	ESL Teacher		
Classroom Teacher	Grade	Room	Student ID#
English Proficiency Level:			

Recent Assessments

ACCESS SCORES: Reading: Speaking: Writing:	COMMENTS:
	GRADES: ENG/LANG ARTS: SOCIAL STUDIES: SCIENCE: MATH:
	REPORT CARD YES NO
WRITING SAMPLE INCLUDED: YES NO	REPORT CARD YES NO
CLASSROOM TEACHER RECOMMENDATION:	
EL TEACHER RECOMMENDATION:	

EL TEAM REVIEW OF STUDENT PROGRESS

Student _____

Date _____

School _____

EL Team Members Present (Name/position)

Evaluate student status/progress in each of the following areas:

Oral/Listening Skills:

Reading:

Writing:

Speaking:

Social Relationships:

RECOMMENDATION:

___ Student needs language support, and should continue SEI and EL programs.

___ Student is able to do regular school work in English and should be reclassified as FEL and monitored for continued progress as required.

___ Student is ready to exit EL program.

Signed: _____

Building Principal

Whitman-Hanson Regional School District

**Students with Limited or Interrupted Formal Education (SLIFE)
Pre-Screener**

Directions: *School personnel should complete the first box below after the Home Language Survey (HLS) and English Language Proficiency (ELP) assessment results are evaluated, but prior to meeting with the student.*

<p>District: _____</p> <p>School: _____</p> <p>Date of interview: _____</p> <p>Location of interview: _____</p> <p>Interviewer Name: _____</p> <p>Title: _____</p> <p>Location: _____</p> <p>Interviewee: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Other</p> <p>Interview Language: _____</p> <p>Interpreter Name: _____</p> <p>Student Name: _____</p> <p>SASID: _____</p> <p>Date of Birth: _____</p> <p>Gender: _____</p>	<p>Notes:</p>
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If all four items are checked, then administer literacy and numeracy diagnostics.

		Criterion	Notes
1.	<input type="checkbox"/>	Identified as English learner in DOE025 SIMS field	
2.	<input type="checkbox"/>	Aged 8 to 21 years	
3.	<input type="checkbox"/>	EL entered a school in the U.S. after grade 2 OR Exited the United States for six months or more and did not attend school.	
4.⁹	<input type="checkbox"/>	Extent of prior exposure to formal schooling is characterized by a. no formal schooling OR b. interruptions in formal schooling OR c. consistent, but limited formal schooling	

⁹ Refer to *Formal Schooling* in Appendix B: *Glossary of Terms*

SLIFE Interview

Directions: *School personnel should complete the box below prior to the interview.*

Directions: *Conduct the interview when developing the student's individual learning plan. Complete with the student and, if applicable, parent(s). Conduct outside the instructional school day. The interviewer should be a qualified professional who is proficient in English and in the student's home language, or the school should arrange for an interpreter to be present.*

Personal Information

District: _____ School: _____ Date of interview: _____ Location of interview: _____ Interviewer Name: _____ Title: _____ Location: _____ Interviewee: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Other Interview Language: _____ Interpreter Name: _____ Student Name: _____ SASID: _____ Date of Birth: _____ Gender: _____	Notes:
Who raised you? Until what age?	
Who do you live with now?	
Who came with you to the U.S.?	
Describe your country/home.	

Prior School Practices

How old were you when you started school?	
How many years did you attend school? (suggestion- list each year of schooling). How many hours each day?	
Did you ever attend school in the United States? If yes, when and for how long?	
Where did you go to school?	
What was your favorite subject?	
Did you always attend school? Are there times you did not attend school? For how long? Why?	
When did you stop going to school? Date? Year?	

Language Literacy / Numeracy / Technology Practices

Did you have books at school? What kind of books?	
Do you like to read/draw/write?	
What is your favorite book/magazine/website?	
What do you use math for in your daily life? Do you like Math?	
Do you have a computer/cell phone?	

Directions: *The following will help educators place students in electives and programs:*

Outside Interests/Future Plans

What do you like to do outside of school? Eg., sports, music, crafts, art, work, cook, babysit?	
What are your goals as a student?	
Do you work now? What do you do?	
What work would you like to do after high school? Would you like to go to college?	
Are you interested in attending clubs and/or playing a school sport after school?	